

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.3.1	Film: <i>Perceptions of UN Peacekeeping Personnel</i>	Film, group discussion	15 minutes
3.3.2	Consequences of Misconduct	Brainstorm	5-10 minutes
3.3.3	Promoting Good Conduct	Group work	10 minutes
3.3.4	Perceptions of UN Peacekeeping Personnel	Visuals, media reports	10 minutes
3.3.5	Categories of Misconduct	Mix-and-match	15 minutes

Learning Activity

3.3.1

Film: *Perceptions of UN Peacekeeping Personnel*

METHOD

Film, group discussion

PURPOSE

To consider how the conduct of individual peacekeeping personnel affects the UN and mission

TIME

15 minutes

- Film: 3:10 minutes
- Group work: 5-7 minutes

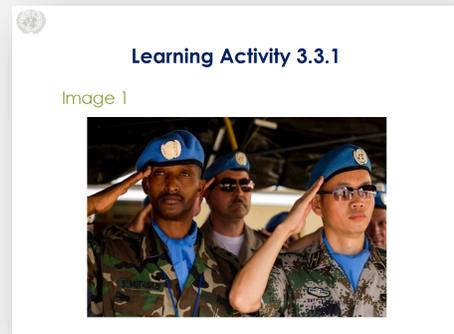
INSTRUCTIONS

- Watch the long version of *UN Peacekeeping Is*
- Consider the media coverage of UN personnel
- How do the positive and negative images of personnel affect the image of the UN?

<https://youtu.be/eqjBas3o6XY>

RESOURCES

- Learning Activity instructions
- Examples of media coverage
- Photos



Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://youtu.be/egjBqs3o6XY>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.
- Consider newspaper clippings, news headlines and pictures, which can be used. Collect many examples of these.
- Prepare a flip-chart sheet to record points in the brainstorming.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) How do positive images of personnel affect the image of the UN?
 - b) How do negative images of personnel affect the image of the UN?
4. If time allows, you may distribute the materials from the media. Ask participants to read, and continue the discussion.

3.3.1 Examples of media coverage: Perceptions of UN Peacekeeping Personnel

UN peacekeepers sexually exploited hundreds of Haitian women to have sex with them in return for food and medicine". (A) report found exploitation is widespread, with a third of victims under-18

(Daily Mail, UK, June 2015)

U.N. Official to Visit Central African Republic Amid Scrutiny Over Peacekeepers. Zeid Ra'ad al-Hussein, the United Nations' top human rights official, is to meet with the new acting leader of the peacekeeping mission, which has been roiled by sexual abuse allegations

(New York Times, August 2015)

UN peacekeepers 'traded gold and guns with Congolese rebels'

(The Guardian, UK, 2008)

3.3.1 Photos: Perceptions of UN Peacekeeping Personnel

Available as slides for the learning activity.

Learning Activity 3.3.1

Image 1



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 2



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 3



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 4



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 5



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 6



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 7



UN Core Pre-Deployment Training Materials 2016

Learning Activity 3.3.1

Image 8



UN Core Pre-Deployment Training Materials 2016

Learning Activity**3.3.2****Consequences of Misconduct****METHOD**

Brainstorm

PURPOSE

To understand the wide-reaching consequences of misconduct by an individual

TIME

Short option: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

Longer option: 10 minutes

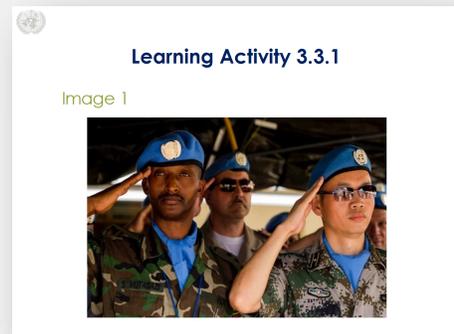
- Brainstorming: 5 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the negative media coverage
- What are the consequences for victims?
- What are the consequences for the mission?
- What are the consequences for personnel?

RESOURCES

- Learning Activity instructions
- Examples of media coverage (same as Learning Activity 3.3.1)
- Photos (same as Learning Activity 3.3.1)



Preparation

- Prepare flip-chart sheets with the following headings:
 - Victim, host population
 - Perpetrator/s, UN personnel
 - Peacekeeping mission, UN
- Refresh your knowledge on consequences of different types of misconduct.

Instructions

1. Introduce the activity and its focus on consequences of misconduct.
2. Ask anyone to start. Invite people to refer to specifics from the previous exercise. What are consequences of each misconduct type? On the flip-chart sheets, note Category I and Category II misconduct separately (on the top and bottom of the sheet, or using different colours).
3. Reinforce key points. All misconduct has a negative impact on the victim and the peacekeeping mission. The degree of impact varies, but even Category II misconduct has long-term negative effects.
4. Close the exercise. Reinforce the core message that the UN expects the highest standards of behaviour from all peacekeepers.

Variations

Media coverage from 3.3.1 Perceptions of UN Peacekeepers may include real examples. Probe the impact on victims, perpetrators and missions with those stories.

Learning Activity

3.3.3

Promoting Good Conduct

METHOD

Group work

PURPOSE

To engage participants in a creative exercise presenting basic information about the UN standards of conduct

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider your conduct as UN personnel
- What do you need to remember?
- Design a poster to put up in the mission as a reminder

RESOURCES

- Learning Activity instructions

Preparation

- Decide on the groups. Time is limited.

Instructions

1. Introduce the activity.
2. Task participants as individuals or pairs to briefly create a poster promoting good conduct in the mission.
3. Participants have 5-7 minutes to prepare the *most creative poster they can* to encourage everyone in the mission.
4. Time is short. Help the group manage time, alerting people at 5 minute intervals and 2 minutes before all need to reconvene.

Variations

Make the learning activity a contest. Plan for participants or other judges to rate posters. Acknowledge each team a winner on something: creativity, brevity, entertainment, best use of all team members, most colourful, most packed with information, most thought-provoking, funniest, longest, shortest, etc.

Learning Activity

3.3.4

Perceptions of UN Peacekeeping Personnel

METHOD

Visuals, media reports

PURPOSE

To explore perceptions of UN peacekeepers through media visuals and reports

TIME

10 minutes

INSTRUCTIONS

- Consider the media coverage.
- What key points do the articles make?
- What impression does the coverage make on people?

RESOURCES

- Learning Activity instructions
- Examples of media coverage (same as Learning Activity 3.3.1)

Preparation

- Research media coverage of UN peacekeeping. Find examples that relate to conduct and discipline. Try to find some visuals as well as headlines and brief articles. Examples of headlines:
 - *UN peacekeepers sexually exploited hundreds of Haitian women to have sex with them in return for food and medicine". (A) report found exploitation is widespread, with a third of victims under-18 (Daily Mail, UK, June 2015)*
 - *U.N. Official to Visit Central African Republic Amid Scrutiny Over Peacekeepers. Zeid Ra'ad al-Husseini, the United Nations' top human rights official, is to meet with the new acting leader of the peacekeeping mission, which has been roiled by sexual abuse allegations (New York Times, August 2015)*
 - *UN peacekeepers 'traded gold and guns with Congolese rebels' (The Guardian, UK, 2008)*
- Prepare slides or handouts, or a "media board" with selected coverage.

Instructions

1. Introduce the activity. Positive media coverage supports a mission. Negative media coverage undermines legitimacy. Misconduct negatively affects legitimacy whether reported in mainstream media or not. Examples may be disturbing.
2. Show or hand out coverage you selected. What key points do the articles make? What impression does the coverage make on people?

Variations

Get participants to research media coverage of UN peacekeeping. Ask them to look for articles with conduct and discipline implications, print and bring one article or image/cartoon. With the group, prepare a "media board", posting the articles. Group related ones together. Guide discussion with questions above. Do they note any patterns across the collected coverage? What do they conclude?

Learning Activity

3.3.5

Categories of Misconduct

METHOD

Mix and match

PURPOSE

To reinforce knowledge of types of misconduct with examples

TIME

15 minutes

- Introduction: 2 minutes
- Table groups: 10 minutes
- Close: 3 minutes

INSTRUCTIONS

- Match the examples with the categories of misconduct

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

- Prepare sheets with types or categories of misconduct and examples. See support, below. You may want to reformat with a larger type-size.
- Confirm table groups. Provide flip-chart sheets for posting matched sets.

Instructions

1. Introduce the exercise. The UN has a strategy to address all forms of misconduct. It has three parts: a) prevention of misconduct, b) enforcement of UN standards of conduct, and c) remedial action. This exercise focuses on knowledge for prevention.
2. Hand out the sheets. Let people know they have about 10 minutes. Participants may want to post the matched papers on a flip-chart sheet.

Variations

Do the activity with the group. Prepare two flip-chart sheets with headings Category I Misconduct, Category II Misconduct. Read out points. What type of misconduct? Tape the paper to the correct flip-chart sheet.

3.3.5 Learning Activity Material: Categories of Misconduct

Category I Misconduct	High-risk matters
	Complex matters
	Serious criminal acts
	All sexual exploitation and abuse
	Offences against the person – e.g. rape
	Offences against property – serious fraud
	Conflict of interest
	Gross mismanagement
	Waste of substantial resources
	Loss of life to staff or others – e.g. witnesses
	Substantial violation of UN regulations, rules

Category II Misconduct	Minor offenses
	Minor theft
	Traffic offences – e.g. speeding
	Sexual harassment
	Work-related harassment
	Abuse of authority
	Contract disputes
	Basic misuse of equipment or staff
	Basic mismanagement issues
	Infractions of regulations, rules
	Simple entitlement fraud